

# **DELAWARE STATE BOARD OF EDUCATION**

## **CTE Subcommittee**

### **Meeting Minutes**

The Townsend Building  
Cabinet Room, 401 Federal Street, Dover, DE 19901

October 23, 2019  
2:00p.m.

**Members Present:** Vince Lofink, Luke Rhine, Liza Bartle, Ed Capodanno, Anthony Carmen, Manera Constantine, Barry Crozier, Jodine Cybulski, Terrell Holmes, Betsy Jones, Colleen Conaty, Stacey Laing, Ashley Lipson, Bill Potter, Justina Sapna, Mark Stellini and Maureen Whelan.

**Others Present:** Jenna Ahner, Mike Trego, Lisa Peel, Avery Shine and Dawn McHugh.

#### **I. Welcome and Introductions**

Mr. Vince Lofink, State Board of Education member, called the meeting to order at 2:12p.m. He provided background on the Committee and an overview of the meeting agenda.

#### **II. Approval of October 9, 2019 Meeting Minutes**

A motion was made by Mr. Crozier and seconded by Mr. Potter to approve the October 9, 2019 meeting minutes as presented. *The motion carried.*

#### **III. Update on Stakeholder Engagement**

Ms. Ahner reviewed the meeting agenda and objectives. She reviewed the Perkins V implementation calendar with future meeting goals and topics.

The committee discussed stakeholder engagement conducted to date. A short discussion was held regarding the status of stakeholder engagement and materials needed for engagement. Ms. Ahner noted that members may update presentation materials to meet the needs of their target audience. Ms. Ahner and Mr. Rhine encouraged members to review the list and identify groups of stakeholders that have not yet been reached. Ms. Ahner asked members to volunteer to engage one additional group before the December meeting.

#### **IV. Overview and Discussion of Accountability Components of Full Four-Year State Plan**

Mr. Rhine provided an overview of the accountability discussion topics.

Mr. Rhine provided an overview of the secondary and postsecondary accountability model and the relationship to ESSA and WIOA state plans. He provided an overview of the Perkins V accountability model. He outlined the secondary and postsecondary operational definitions and provided information on draft secondary and postsecondary performance measures with information on items that are required and items that are aligned with other state plans.

The group discussed work underway that is related to this topic and asked clarifying questions about current practice. The group considered the following questions:

- How can the accountability model under Perkins help to support high-quality CTE programs of study that provide academic and technical skill development and transition supports for youth and adult learners?
- How does the secondary and postsecondary accountability model under Perkins reflect the values held by stakeholders in Delaware? Are there optional metrics that should be considered/included?
- How can the secondary and postsecondary accountability models under Perkins be used to align with other state plans (e.g. ESSA and WIOA) and as a tool/signal for employers seeking talent?

The group discussed opportunities to support high-quality CTE programs and to use this information for economic development purposes. The committee discussed opportunities to align with other workforce development efforts in the state and to share data with businesses for hiring and marketing purposes. The group discussed utilizing data from existing work, like Delaware Job Link, to inform the development of programs. Members shared that the draft metrics reflect the information that employers are interested in seeing. The committee discussed whether a standard of wage should be considered and if longitudinal data is available. The committee discussed the limitations of the current data systems. The group discussed the use of operational metrics.

Mr. Rhine provided an overview of the small group activity. He provided an overview of the two discussion topics. The committee broke into two groups.

Group 1 discussed local (secondary and postsecondary recipient) performance levels and negotiation, performance growth models, and performance management. The group discussed the following questions:

- How should secondary and postsecondary recipients develop performance routines and goals with the public and then communicate local performance and youth or adult achievement under the Act?
- How should stakeholder groups be engaged in developing local determined levels of performance?
- How should secondary recipients and postsecondary institutions manage performance and address gaps in performance or disparities (on defined indicators or across student populations) under the Act with the Department?

The group provided feedback on the individuals to be involved in the development of local performance levels, including employers and industry partners, secondary and postsecondary partners, state and local workforce development partners, local government leaders, students, recent graduates, data experts, and others to be determined by the local institutions. The group discussed the process to review data to develop goals and guidelines for programs. The group discussed opportunities to better support CTE teachers in their early years of teaching. They also discussed opportunities to identify challenges and work with partners, such as industry partners, to help address these gaps. The group discussed the desire to eliminate competitiveness across schools and facilitate conversations across schools and programs. They discussed the ability to utilize existing convening time to have conversations across career areas. The group identified that some schools will need assistance in developing their local stakeholder groups and development relationships in specific industries. The group discussed the desire for state technical assistance, on specific topics, as needed.

Group 2 discussed state determined performance levels and negotiation, performance growth models, and performance management. The group discussed the following questions:

- How should Delaware develop performance routines and goals with the public and then communicate state performance and student achievement under the Act?

- How should stakeholder groups be engaged in developing state determined levels of performance?
- How should the Department manage performance and address gaps in performance or disparities (on defined indicators or across student populations) under the Act with key stakeholder groups?

The group provided feedback on how individuals are to be involved in the development of state performance levels, including employers and industry partners, secondary and postsecondary partners, state and local workforce development partners, local government leaders, students, recent graduates, data experts, and others to be determined at the state level. It was acknowledged that the SBE Subcommittee represents these groups and could support the State Board of Education to accomplish this task. The group discussed the process to review data and to develop goals and guidelines for school districts, charters, and institutions of higher education. The group discussed opportunities to better support CTE leaders in using state targets and processes to be mirrored for local application. They also discussed opportunities to identify challenges and work with partners, such as industry partners, to help address these gaps. The group discussed the desire to create shared expectations across schools, models of engagement that bring best practices from schools together, and to support activities that could be scaled and would impact student performance in the aggregate. The group discussed the ability to utilize existing convening time or existing routines to facilitate these conversations as well as existing funding streams to support these ideas. The group identified that some schools will need differentiated assistance in developing their local stakeholder groups and in building relationships in specific industries. The group discussed the desire for state technical assistance, on specific topics, as needed.

## **V. Public Comment**

No public comments were received.

## **VI. Next Steps and Adjournment**

Mr. Rhine shared that followup will be coordinated via email. The draft stakeholder engagement will be provided by Jenna Ahner.

The November 13, 2019 meeting has been cancelled. The next Subcommittee meeting will be held on December 4, 2019 to review the draft state plan and prepare for SBE presentations and public comment.

The meeting adjourned at 3:59p.m.